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home

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:  
<http://www.aztl.org/publications/books-and-journals/the-keys-planning-learning/>

August 2014

Key Powerpoint Slides	Agenda Capturing Learner Interest.docx Details Download 68 KB
Powerpoint Handout	
Workshop Agenda	
Curriculum Planning Visual	Diagram-FINAL Revised with See and ma... Details Download 100 KB
NCSFL-ACTFL Global Benchmarks	NCSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
NCSFL-ACTFL Can-Do Statements	NCSFL-ACTFL Can-Do Statements.pdf Details Download 607 KB

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## Workshop Goal:

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Learn guiding principles for developing and assessing learner performance in each mode of communication.

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## Individual Accountability

4

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced With their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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## Performance toward Proficiency

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## Key Comparisons: Performance & Proficiency

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Performance	Proficiency
<ul style="list-style-type: none"> <li>Based on classroom instruction</li> <li>Practiced</li> <li>Familiar content and context</li> <li>Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent of specific classroom instruction</li> <li>Spontaneous</li> <li>Broad content and context</li> <li>Sustained performance across all the tasks and contexts for the level</li> </ul>

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TEKS – Performance or Proficiency Interpersonal Communication – Speaking and Writing			
Novice Mid – Novice High (Level 1)	Novice High – Intermediate Low (level 2)	Intermediate Low – Intermediate Mid (Level 3)	Intermediate Mid – Intermediate High (Level 4)
The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of words & phrases & some simple sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements & sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements, sentences, & strings of sentences & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of sentences & connected discourse using appropriate & applicable grammar structures & processes at the specified proficiency levels.

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NCSSFL-ACTFL Global Benchmarks Presentational Writing					
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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NCSSFL-ACTFL Global Benchmarks Interpersonal					
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics and series of sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

L

Interpersonal Proficiency – Novice Level Taken from: ©2013 Implementing Integrated Performance Assessment				
Language Function	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES			
GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS		
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS		
Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES		
Communicate and interact with cultural competence in order to participate in multilingual communities of home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## Enduring Understandings

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- To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom.*
- Knowledge of another language fosters a better understanding of one's own language and culture allowing for development of interculturality.
- Communicating in another language is a vehicle to gain knowledge and understandings that can only be acquired through that language and its culture(s).
- Learning other languages enables an individual to participate in multilingual communities locally and globally.

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## Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Global Challenges: Food and Hunger

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## Global Challenges: Food and Hunger

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Language and Level	French – Novice High → Intermediate Low
Theme & Topic	Global Challenges: Food and Hunger
Important Question(s)	How do we eat well? What is hunger?
Goals	Students will: <ul style="list-style-type: none"> <li>✓ compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues.</li> <li>✓ identify cultural dishes and consider where they place on the food pyramid.</li> <li>✓ identify foods as healthy or unhealthy and will be able to comment on their diet.</li> <li>✓ state their likes and dislikes with regard to food.</li> </ul>
What should students know and be able to do by the end of the unit?	

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## Global Challenges: Food and Hunger

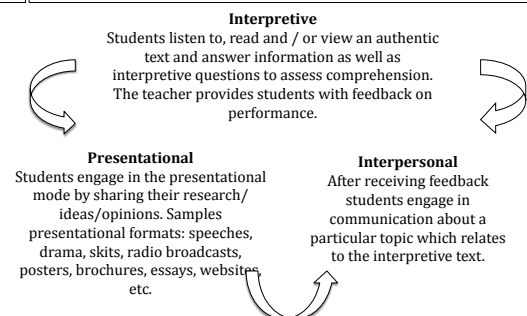
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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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## ACTFL Integrated Performance Assessment

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## Summative Performance Tasks

19 Interpretive Mode	
Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.	
Presentational Mode	Interpersonal Mode
<b>Project:</b> Students will create a public service announcement to address nutritional and / or hunger issues in their community.  <b>On-Demand:</b> You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

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20 Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and <b>indicate if the foods are healthy or not</b> and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.	
<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Collaboration</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Critical Thinking and Problem Solving</i></li> <li>• <i>Creativity and Innovation</i></li> </ul>
<b>Project:</b> Students will create a public service announcement to <b>address nutritional and / or hunger issues</b> in their community.  <b>On-Demand:</b> You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They <b>will discuss hunger based on the setting of the images.</b>

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## Student Can-do's

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I can	Yes	With some help	Not yet	
ask and answer questions about food and hunger				
talk about likes and dislikes concerning common and international foods				
identify where certain foods are from and identify key ingredient(s)				
ask and answer if they would like certain dishes and give reasons				
explain where and why hunger exists in the world				
explain how they make good / poor food choices				
explain how they make good / poor food choices				

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## Teacher Observation Check List

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	ask and answer questions about food and hunger	talk about likes and dislikes concerning common and international foods	identify where certain foods are from and identify key ingredient(s)	ask and answer if they would like certain dishes and give reasons	explain where and why hunger exists in the world	explain how they make good / poor food choices	explain how they make good / poor food choices
Student 1							
Student 2							
Student 3							

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## express preferences and opinions Novice

23	
Function (s):	talk about likes and dislikes concerning common and international foods
Accuracy:	definite articles negation -er verbs

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## Food and Hunger- Vocabulary

24	All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.
ask and answer questions about food and hunger	
	Are you hungry?
	I'm hungry.
	I'm starved
	Not really.
	I'm not hungry.
explain where and why hunger exists in the world	
	Why is hunger a problem?
	Hunger is a problem because of....
	war
	poverty

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## Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



- Real-world
- Culture rich
- Models of correct language

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Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.

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Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

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### CHIEN PERDU



le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenez-la chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous

Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

### Se busca Poodle



Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

## Jean and Andre

28

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?

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Enriching Content Classes for Secondary Students (National Level)

## Education Systems: U.S. and France

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U.S. Grade Level	France Grade Level
6	6
7	5
8	4
9	3
10	2
11	1
12	terminale

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## Complex Thinking — Simple Language

30



No soy un abrigo.

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Helena Curtain

## OFFREZ DES PLUMPY'NUT

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Et vous sauverez des centaines d'enfants qui risquent de mourir de malnutrition en Somalie. Le Plumpy'Nut, c'est une pâte à base d'arachide, de lait en poudre, de sucre, de vitamines et de sels minéraux, prête à consommer. Elle est dans un petit sachet de 92 g et apporte 500 calories.

Ce petit miracle nutritionnel a été mis au point il y a une quinzaine d'années par Michel Lascanne, patron de Nutriset. Sa facilité d'emploi, il n'est pas besoin de le délayer, l'a fait adopter par toutes les ONG qui se dévouent pour lutter contre la malnutrition des enfants.

Avec un sachet par jour pendant 3 semaines, un enfant est sauvé de la mort.

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<http://www.e-sante.fr/offrez-plumpy-nut/blog/1232>


We do not learn from experience; we learn from reflecting on experience.

--John Dewey

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## Three Modes of Communication

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Interpretive



Presentational



Interpersonal

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## What is the mode of communication?

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1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

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## Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Interpretive Mode

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Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication....

37

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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## During Reading

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- Guided
- Active
- Silent
- Individual

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## After Reading

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- clarify
- reinforce
- extend knowledge

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## In Search of the Coquí

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**¿Hay flores que curan el cáncer?**

¿A dónde van los científicos en busca de remedios?

De las 2,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La 'pajera' ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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## In Search of the Coquí


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Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.


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<b>Language and Level / Grade</b>	Spanish Novice Mid- High
<b>Theme/Topic</b>	Contemporary Life – In Search of the Coquí
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>•How do we begin to understand another place?</li> <li>•Why is the rainforest so important?</li> </ul>
<b>Goals</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>•locate and name traits common to rainforests; compare local natural areas to rainforests</li> <li>•discuss activities common to Puerto Rico identifying those things that they want to do</li> <li>•explore websites for information on Puerto Rico and the El Yunque rainforest</li> <li>•create an informational story that makes others aware of Puerto Rico and the beloved coquí</li> </ul>

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<b>Everywhere Coquis! / ¡En dondequiera coquíes!</b> Nancy Hooper ISBN 0942929144	
	<b>A C T I V E</b>

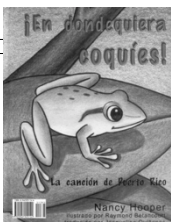
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<b>A.C.T.I.V.E.</b>	
45	
<b>Ask Questions</b>	
<i>Moving from text explicit to text implicit</i>	
<p>Who?      What?      When?</p> <p>Where?    Why?      Which would?</p> <p>If....then?    Who can?    How did?</p>	

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<b>A.C.T.I.V.E.</b>	<b>Ask Questions</b>
46	<p>All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.</p> <p>All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.</p> <p>Hundreds of green parrots lived in the same rain forest. And unlike the coquíes, the parrots chattered all day....but slept all night. Or tried to.</p>

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<b>A.C.T.I.V.E.</b>	
47	
<b>Connect:</b>	
<ul style="list-style-type: none"> <li>•Text-to-self</li> <li>•Text-to-text</li> <li>•Text-to-world</li> </ul>	
Read aloud a short text and think aloud your comments.	
<p>Interesting idea      I'm confused</p> <p>I disagree            Important idea</p> <p>I remember          I'm surprised</p> <p>I wonder</p>	

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<b>A.C.T.I.V.E.</b>	<b>Connect:</b>
48	<ul style="list-style-type: none"> <li>•Text-to-self</li> <li>•Text-to-text</li> <li>•Text-to-world</li> </ul>
<p>At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. “What kind of bird is it,” they wondered, “that sings all night and sleeps all day? That is so rude!”</p> <p>One night, the grumpy parrots shouted, “Be quiet, birds! Go to sleep so we can sleep too!”</p> <p>But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, “Co-quí, co-quí, co-quí.”</p>	

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**A.C.T.I.V.E**

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**Track Down**


Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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**A.C.T.I.V.E** **Track Down**

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Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquíes! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquíes silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

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**A.C.T.I.V.E.**


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**Making Inferences**

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

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**A.C.T.I.V.E** **Making Inferences**

52

The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds.... Again, the tiny frightened coquíes had to hop through the night....

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**A.C.T.I.V.E**


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**Visualizing**

Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

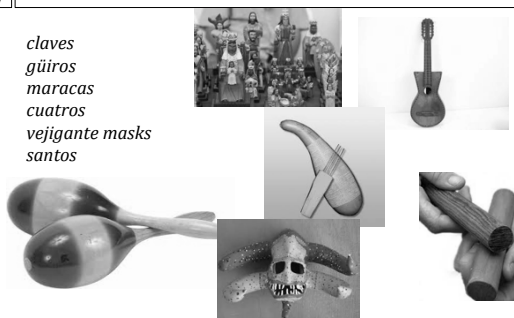
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**A.C.T.I.V.E** **Visualizing**

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*claves*  
*güiros*  
*maracas*  
*cuatros*  
*vejigante masks*  
*santos*



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## A.C.T.I.V.E

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### Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.



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## R.A.F.T


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Role	Audience	Format	Topic
parrot	coquíes	letter	Complaining about the noise
parrot	coquíes	song	Begging them to return
coquíes	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquíes	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

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## Juan Ponce de León

57





Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.


Laura Terrill, HEB 2014


<http://www.elboricua.com/BoricuaKids.html>

58

1  **Read**

3  **Remember**

2  **Cover**

4  **Retell**

Laura Terrill, HEB 2014

## Proof for / Proof against

59

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

Laura Terrill, HEB 2014

## Magnet Summaries

60

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer  
Columbus  
colony Puerto Rico  
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

Laura Terrill, HEB 2014

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

61  
Laura Terrill, HEB 2014

## Interpersonal Mode

62

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill, HEB 2014

## Interpersonal Communication....

63

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill, HEB 2014

head  
foot  
hand  
stomach  
eyes  
nose  
ears  
mouth  
knee  
hair

64  
Laura Terrill, HEB 2014

## Communication

65

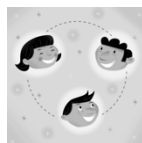
What does it mean to be proficient in a language?

OR

How will my students use what I am teaching in a real-life context?

OR

Will they really say it on the streets of (Paris)?



Laura Terrill, HEB 2014

## Proficiency?

66

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you have time to read that book?

Laura Terrill, HEB 2014

## Communicatively Purposeful?

More Traditional Activity	Communicatively Purposeful....
Find out which classes you have in common	Find out who has the busiest day this week
Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
Provide a summary of a story or article	Work with your partner to retell story or summarize an article
Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

Laura Terrill, HEB 2014

## Asking Questions




Laura Terrill, HEB 2014


## Raise the proficiency level

69

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always




Laura Terrill, HEB 2014


## Raise the proficiency level

70

Create a sentence that combines the ideas in both images.



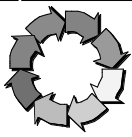
1. but
2. not
3. never
4. and
5. because
6. then
7. always




Laura Terrill, HEB 2014

## Raise the proficiency level.....

71



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.  
Ask a follow-up question to get more details.

Laura Terrill, HEB 2014

## Have a conversation about these pictures.

72





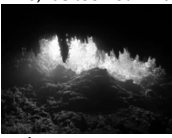





Laura Terrill, HEB 2014

Do you want to ....?

73

Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.







explore a cave      zipline      play in the waterfall

Laura Terrill, HEB 2014

Do you want to ....?

74

Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.

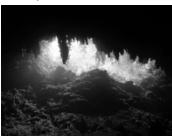





explore a cave      zipline      play in the waterfall  
swim at the beach      snorkel      hike in the rainforest

Laura Terrill, HEB 2014

Do you want to ....?

75

Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.

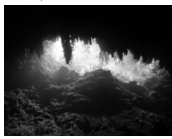





swim at the beach      snorkel      hike in the rainforest

Laura Terrill, HEB 2014

Do you want to ....?

76







Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.

Laura Terrill, HEB 2014

Do you want to .....? Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.




77

Laura Terrill, HEB 2014

Do you want to.....? I want/don't want...

78

- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill, HEB 2014

Discuss your vacation plans with your partner.

79



Laura Terrill, HEB 2014

## Brainstorming

words related to activities/making plans

80



Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

Laura Terrill, HEB 2014

## Brainstorming

81

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

Laura Terrill, HEB 2014

## Develop the Role Play

82



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

Laura Terrill, HEB 2014

## Talking about realia....

83

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



Laura Terrill, HEB 2014

## Teach Circumlocution *What's different?*

84



Laura Terrill, HEB 2014



## Maintain the Conversation

85

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- What do you like to do?
- What do you usually do in summer, winter, etc?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

Laura Terrill, HEB 201

## Maintain the Conversation

86



Laura Terrill, HEB 2014

## Structured Debate

87

Imagine their lives.  
Where would you rather live and why?



What might cause you to change your mind and why?

Laura Terrill, HEB 2014

## Structured Debate

88



### Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

#### Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

#### Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

<http://1jour1actu.com/debat/>

Laura Terrill, HEB 2014

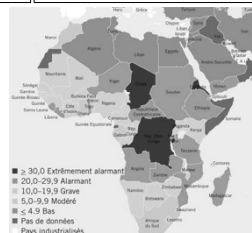
## Hungry Planet

89



Laura Terrill, HEB 2014

90



- Where do you live?
- What do you eat? like to eat?
- Is hunger a problem? Why or why not?
- How many people are severely hungry?
- What is the solution?

[http://www.lexpress.fr/actualite/societe/les-chiffres-de-la-faim-dans-le-monde\\_1040867.html](http://www.lexpress.fr/actualite/societe/les-chiffres-de-la-faim-dans-le-monde_1040867.html)

Laura Terrill, HEB 2014

## Summative Interpersonal Assessment

91

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrill, HEB 2014

## Testing Day

92

### On-deck Area

1.

- Students:
- Select images
  - Practice both roles



- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

### Performance Area

2.

- Teacher:
- Indicates who starts
  - Sets timer
  - Assesses performance



3.

- Students in class work quietly on assigned task.



Laura Terrill, HEB 2014

## Interpersonal Performance Rubric

p. 67

93

	Strong Performance 10	Meets Expectations 9	Approaching Expectations 8	Approaching Expectations 7
How involved am I in the conversation?  (Domains: Functions, Text type)	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/ information. I encourage others to participate.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions; I respond to questions simply.	

- How well am I understood? (Language Control)
- How involved am I in the conversation? (Functions, Text type)
- What communication strategies do I use? (Communication strategies)
- How do I demonstrate that I can correctly use the new vocabulary from the unit? (Vocabulary, Contexts/Content)
- What cultural knowledge and understandings do I share? (Cultural Awareness)

Laura Terrill, HEB 2014

94

performance  
interpretive  
perspectives



proficiency  
connections  
interpersonal

Laura Terrill, HEB 2014

## Presentational Mode

95

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill, HEB 2014

## Presentational Communication....

96

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill, HEB 2014



## Writing is Thinking

97



Writing Makes Thinking Concrete

Laura Terrill, HEB 2014

## Sentence Fluency

98



*"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."*

6+1 Traits of Writing  
Ruth Culham

Laura Terrill, HEB 2014

## Write 5 sentences about summer.....

99



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill, HEB 2014

## Teach transitions

100



but  
and then  
at first  
however  
often  
later  
perhaps  
by the way  
on the contrary  
and  
briefly

also  
still, always  
as, like  
for example  
in this way  
suddenly  
because  
especially  
in any case  
finally  
now

Laura Terrill, HEB 2014

## Building Blocks

101

*What is a sentence?*

The parrots attacked the frogs \_\_\_\_\_  
where? with whom?

\_\_\_\_\_  
when? at what time? why?

Laura Terrill, HEB 2014

## Organization

102



*"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."*

6+1 Traits of Writing  
Ruth Culham

Laura Terrill, HEB 2014

## An unusual event.....

103

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

Laura Terrill, HEB 2014



104

It was a dark and stormy night when Zapata met El Chupacabra.

—

—

—

Sadly Zapata learned too late that nightmares do come true.

Laura Terrill, HEB 2014

## Word Choice

105



*"Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself."*

6+1 Traits of Writing  
Ruth Culham

Laura Terrill, HEB 2014

## Acrostic Poetry

106

**P**aris, a dynamic city with  
**A**rtistic museums and monuments,  
**R**ich in history  
**I**nvites connoisseurs of life to  
**S**ites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

Laura Terrill, HEB 2014

## Cinquain Poetry

107

Subject  
noun, noun  
adjective, adjective, adjective  
short sentence or phrase about the subject  
restate the subject

**Paris**  
museums, monuments  
dynamic, exciting, alive  
a cultural tapestry this  
City of Lights.

Laura Terrill, HEB 2014

## Brevette Poetry

108

subject (noun)  
verb (ongoing action, stretched out when typed)  
object (noun)

<i>students</i>	<i>teachers</i>	<i>Summers</i>
<i>t a k e</i>	<i>g r a d e</i>	<i>g i v e</i>
<i>tests</i>	<i>p a p e r s</i>	<i>relief</i>

Laura Terrill, HEB 2014

## Loop Poetry

109

In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

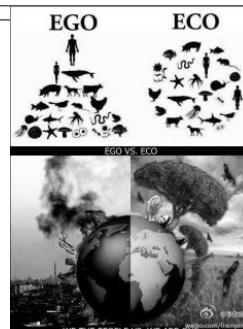
What a joy to travel  
Travel to see places  
Places that are different  
Different people to meet.

Who am I now?  
Now I have changed  
Changed by experiences  
Experiences that are memories.

Laura Terrill, HEB 2014

## Two Voice Poems

110



Laura Terrill, HEB 2014

## Two Voice Poems

111

An example poem for two voices  
written by NNWP consultant Campbell Pontius

### Voice #1:

I am a polar bear  
I eat fish  
I must swim for my food  
But I can't swim forever  
When I get tired  
I depend upon

### Voice #2:

I am an SUV  
I guzzle petroleum  
People pump mine  
I burn gas pretty fast  
When I pollute  
I begin to destroy

Ice caps.

[http://www.writingfix.com/PDFs/Comparison\\_Contrast/Poem\\_Two\\_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)

Laura Terrill, HEB 2014

## Conventions

112



*"Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."*

Ruth Culham

Laura Terrill, HEB 2014

## Conventions

113

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

*"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."*

--Culham

Laura Terrill, HEB 2014

## Great Art of France: Virtual Visits

114



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Laura Terrill, HEB 2014

## Yesterday – Today - Tomorrow

115

What did  
you do?



What are you doing?

Laura Terrill, HEB 2014

## Your “apple save” moment....

116



Laura Terrill, HEB 2014

## Mindset for Lesson Design

117

### Key Considerations:

- Focus on the modes
- Primacy-recency learning cycle
- 90%+ use of target language
- Comprehensible input
- Planning for transitions
- Enhance Retention and Transfer (Homework)

Laura Terrill, HEB 2014

118

## Chocolate



Laura Terrill, HEB 2014

## El Chocolate

119

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

Laura Terrill, HEB 2014

## El Chocolate

120

From the beginning the chocolate was considered a gift from the gods. The Aztecs had a myth about its divine origin. According to legend, a god came to earth and brought a cacao plant stolen from paradise. He taught the Indians to make chocolate from the seeds. The Indians roasted and ground the seeds to make a tasty beverage. The other gods punished the robber god because he had revealed the secret.

Laura Terrill, HEB 2014

## Chocolate

121



Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.



Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

Laura Terrill, HEB 2014

## How do people here and in the French-speaking world describe a balanced lifestyle?

122

## Ma Vie au Soleil

123

Laura Terrill, HEB 2014

## Ma vie au soleil

124



Watch sound off, generate a list of possible words and phrases. Read script, circle any words, write possible title. View again. Expand list of vocabulary based on video.



Give each student an image. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.



Create a padlet or use post-its to allow students to post sentences showing what they do to have some balance in their life.

Laura Terrill, HEB 2014

## Teaching is .....

125



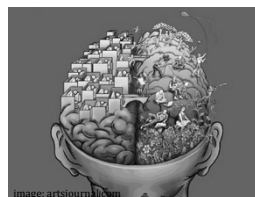
*what occurs  
outside the  
head.*

Ruby Payne

Laura Terrill, ACTFL ISD 622, 2014

## Learning is .....

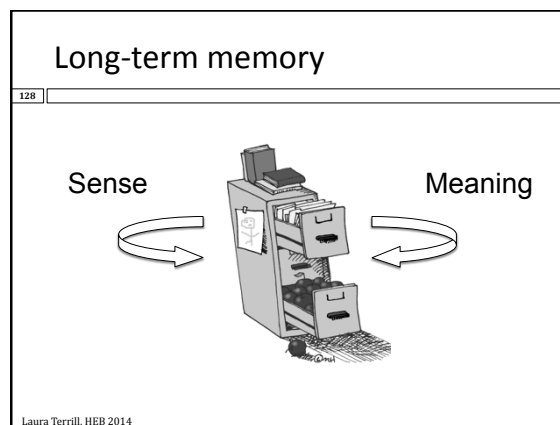
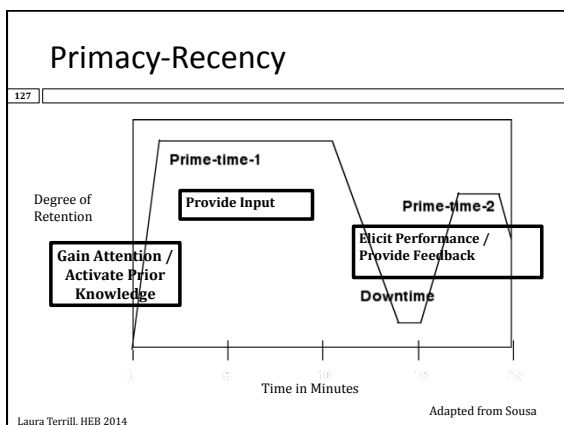
126



*what occurs  
inside the  
head.*

Ruby Payne

Laura Terrill, ACTFL ISD 622, 2014



### Novice

expressing preferences and opinions

129

**Function (s):** Explain where and why hunger exists in the world

**Accuracy:** Prepositions with continents and countries

Laura Terrill, HEB 2014

### Gain Attention

130

La faim dans le monde

Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

Laura Terrill, HEB 2014

### Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

131

Students read the story of Binta.

Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill, HEB 2014

### Le Mari de Binta

132

Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill, HEB 2014

## Elicit Performance/Provide Feedback

133

- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

Laura Terrill, HEB 2014

## Provide Input

134

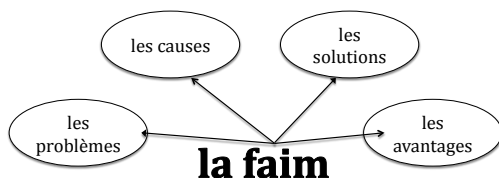
La lutte contre la faim, notre priorité à tous



Laura Terrill, HEB 2014

## Elicit Performance/Provide Feedback

135



Students create a graphic organizer using words and phrases from video and reading to begin to develop the vocabulary they will need to talk about the topic.

Laura Terrill, HEB 2014

## Elicit Performance/Provide Feedback

136

### Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

Laura Terrill, HEB 2014

## Lesson Transitions

137

The teacher says...	Learners:
While I take attendance...	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer....	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

Laura Terrill, HEB 2014

## Enhance Retention and Transfer (Homework)

138

Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

Laura Terrill, HEB 2014

"If you want to feel secure,  
Do what you already know how to do.

If you want to be a true professional and continue to  
grow...  
Go to the cutting edge of your competence,  
Which means a temporary loss of security.

So whenever you don't quite  
know what you're doing,  
know you're growing!"

Madeline Hunter 1987

139  
Laura Terrill, HEB 2014



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**The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design**  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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Laura Terrill, HEB 2014